

# Summary of Striving Readers Projects: Targeted Interventions for Struggling Readers

**Table 6: Evaluation Designs for the Analysis of the Impacts for Struggling Readers**

Evaluation Design	Number of School Years Intervention will be Provided by District	Description of the Counterfactual
<b>Chicago Public Schools, IL</b>		
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>		
School-level random assignment of 63 middle schools (31 treatment, 32 control over two cohorts)	5	Students in control schools who are equivalent to Tier 2/3 students in treatment schools continue to receive the regular English language arts curriculum.
<b>Danville School District, KY</b>		
<i>Learning Strategies Curriculum</i>		
Within-school student-level random assignment in 21 schools	4	Control students continue to receive regular elective courses in place of the treatment class.
<b>Memphis City Schools, TN</b>		
<i>Read 180 Enterprise Edition</i>		
Within-school student-level random assignment in 8 schools	4	Control students continue to receive regular elective courses in place of the treatment class.
<b>Newark Public Schools, NJ</b>		
<i>Read 180 Enterprise Edition</i>		
School-level random assignment of 19 schools (10 treatment, 9 control). Schools were blocked on four school-level variables prior to randomization: 1) school size, 2) proportion of ELL students, 3) proportion of students with special needs, and 4) AYP status.	4	Control students continue to receive the regular English language arts curriculum.

Evaluation Design	Number of School Years Intervention will be Provided by District	Description of the Counterfactual
<b>Ohio Department of Youth Services (students in juvenile correction facilities)</b>		
<i>Read 180 Enterprise Edition</i>		
Within-school student-level random assignment in 7 youth detention facilities	5	Control students continue to receive the regular English language arts curriculum for 45 minutes and then transfer to another class (i.e., technology education, mathematics, etc.) for 45 minutes.
<b>Portland School District, OR</b>		
<i>Xtreme Reading Strategic Instruction Model</i>		
Within-school student-level random assignment in 10 schools	4	Control students continue to receive the regular English language arts curriculum (Grades 7–8) or a regular elective course in place of the treatment class (Grades 9–10).
<b>San Diego Unified School District, CA</b>		
<i>Strategies for Literacy Independence across the Curriculum</i>		
Within-school student-level random assignment in 5 schools in Year 1, 8 schools in Year 2.	3 <sup>i</sup>	Control students continue to receive regular elective courses in place of the treatment class.
<b>Springfield and Chicopee Public Schools, MA</b>		
<i>Read 180 Enterprise Edition</i>		
Within-school student-level random assignment in 5 schools to 3 conditions: Read 180, Xtreme Reading, or control	4	Control students continue to receive regular elective courses in place of the treatment class.
<i>Xtreme Reading Strategic Instruction Model</i>		
Within-school student-level random assignment in 5 schools to 3 conditions: Read 180, Xtreme Reading, or control	4	Control students continue to receive regular elective courses in place of the treatment class.
Source: Striving Readers Year 2 Evaluation Reports (available at: <a href="http://www.ed.gov/programs/strivingreaders/performance.html">http://www.ed.gov/programs/strivingreaders/performance.html</a> )		

<sup>i</sup> San Diego Unified School District will implement the targeted intervention for four years, but only three years will be included in the evaluation.